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ABSTRACT

During the 1976-77 school year, the program's priorities were (1) to hire a Home School Coordinator to provide counseling services for the child and to be a liaison between the school and the home; (2) to hire Instructional Aides to work closely with the teacher providing any type of assistance which would make school easier and more enjoyable for the Indian student; (3) to hire a certified teacher/tutor to work in the junior high school tutoring students having difficulty in math and reading; and (4) to strengthen the curriculum with the introduction of a Cultural Heritage Program. A needs assessment was made of all students in September and again in May. Based on teacher judgement, teachers rated students on their performance in reading and math, work habits, classroom behavior, and adjustment to the learning environment. The second annual Indian Day was presented by the Title IV program and members of the junior and senior high First American Clubs. The Local Indian Education Committee (LIEC) cooperated with the local Library Board to provide the Indian Images Mobile Gallery, and sponsored the mobile art exhibit from the Minneapolis Institute of Art. Among the activities for the coming year will be a review and revision, where necessary, of the LIEC's Constitution and By Laws. This report summarizes the activities completed through the program, provides some comments made by area students concerning the mobile gallery and art exhibit, presents the needs assessment and testing information, and presents the LIEC's Constitution and By Laws. (NQ)

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DETROIT LAKES PUBLIC SCHOOLS
Detroit Lakes, Minnesota

TITLE IV P.L. 92-318

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END OF YEAR EVALUATION 1977

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DETROIT LAKES PUBLIC SCHOOLS
Detroit Lakes, Minnesota

TITLE IV, P. L. 92 - 318
The Indian Education Act of 1972

The following is a summary of the activities as completed through the Title IV Indian Education Program for the students of Indian descent who are attending the Detroit Lakes Public Schools. This report is based on reports submitted monthly to the Parent Committee and the the Local Education Representative.

DOCUMENTATION OF PARENT COMMITTEE INVOLVEMENT

This is to certify that the report is an accurate report of these activities and that the Parent Committee participated in the development of the program and in the ongoing supervision of these activities. The Indian Community has had access to a repository of information recording Parent Committee functions such as minutes of meetings, selection procedures for Title IV staff, and a roster of Committee membership.

Paul Mead
LEA Representative

July 11, 1977
Date

Dianne Fuson
Parent Committee Chairperson

July 11, 1977
Date

IMPLEMENTATION OF PROJECT

The implementation of Grant #1086A of the Title IV Indian Education Act P.L. 92-318 on August 5, 1976 when the Local Indian Education Committee met to determine how the Grant would best serve the Indian youth of our school district.

In light of the previous years experience and the needs assessment that had been taken in the district to determine the needs of Indian youth as perceived by staff, administration, and parents, the following program for the year was voted on:

A Home School Coordinator would be hired for the district. It would be the responsibility of this person to work closely with all Indian families from the elementary, Junior Highschool, and the Senior Highschool. His main function was to provide counseling service for the child and to provide a liason between school and the home. His job description included the following duties:

1. To provide guidance and counseling help to those students of American Indian descent who may desire help with personal problems, school related problems, home-work difficulties, employment, or post-secondary education.

2. To keep records of daily attendance and academic progression or regression.

3. Conferring on a regular basis with teachers of Indian students and the parents of these students so that a closer relationship may be developed between teacher, student, and parent.

4. To develop Indian Student Clubs as desired or requested by the students of the schools.

5. To encourage participation of the Indian student in all school activities. Financial aid will be provided for the student who cannot participate because of lack of money to attend a school function, or to take part in a class activity or project.

6. To make monthly reports to the Detroit Lakes Parent Advisory Committee to insure an exchange of ideas and to encourage more parental interest in the school activities of the Indian youth.

7. To focus attention on the retention of the student of American Indian descent in the Detroit Lakes Public Schools.

The second priority included the hiring of instructional aides to work closely with the teacher to provide that type of assistance which will make school easier and more enjoyable for the Indian Student. One aide was to be hired for each elementary school and the Junior High School.

The following performance objectives were established for the instructional aide:

1. The Title IV instructional aide shall be responsible to assist the classroom teacher in providing the best in educational programs possible for the child of Indian descent.

2. The Title IV instructional aide shall be under the immediate supervision of the classroom teacher to whom she has been assigned. She may work with the child of Indian descent in a target group or singly or relieve the regular classroom teacher for specified periods of time in order that the teacher may be free to work individually or with small groups of Title IV children.

3. The Title IV instructional aide shall be responsible to assist the classroom teacher in organizing, storing, and retrieving information about Indian students assigned to her classroom.

4. The Title IV instructional aide shall be responsible for assisting the classroom teacher in developing instructional materials which will be used in strengthening the educational program of the Indian child.

5. The Title IV instructional aide shall be responsible for assisting in the development of a close relationship between home and school.

The procedures used by the instructional aide to achieve the above objectives will include the following:

1. The instructional aide shall assist in developing a climate of confidence for the Indian child which will make him want to learn.

2. The instructional aide shall become familiar with the physical, mental, emotional, and social characteristics and needs of the Title IV child in the room.

3. The instructional aide shall become familiar with the importance of the way in which youngsters are treated as an influence on the way in which they will learn.

4. The instructional aide shall assist the teacher in helping the Indian child get wider and more varied experiences which will broaden their horizons, increase their ease of conversation, and improve their understanding of the world in which they live.

5. The instructional aide shall assist pupils with assignments as directed by the teacher. This is to be done in an obscure way so that the Indian child is not singled out by other students.

6. At the direction of the classroom teacher the Title IV instructional aide shall assist the Indian student with any makeup work which may be required because of an illness or other excused absence.

The third priority for staff was the hiring of a certified teacher/tutor to work in the Junior High School. This person was to tutor individually or in small groups those students who were having difficulty in the math and reading areas. The tutor worked for five hours per day and throughout the year with a total of 21 different students.

The fourth priority for the program was the strengthening of the curriculum in our schools with the introduction of a Cultural Heritage Program. Indian speakers and dmonstrators of Indian crafts; recommended films dealing with Indian culture; displays of Indian Art; and support of the First American Club in our district.

The remainder of the monies budgeted were to be used to strengthen the educational program for the student of Indian descent. Monies were to be available for instructional supplies for staff; for the maintaining of an office for the Home-School Coordinator; and for student assistance for school and activity supplies.

DETROIT LAKES PUBLIC SCHOOLS
Detroit Lakes, Minnesota

Title IV, P. L. 92 - 318

END OF YEAR BUDGET BREAKDOWN
June 30, 1977

		Budget	Expenditures
SALARIES			
34.210.622.2	Home School Coordinator	$ 8800.00	$ 8800.00
34.210.622.1	Instructional Aide	11550.00	11343.91
34.210.622.1	Instructional Tutor	0	2287.50
		$ 20350.00	$ 22431.41
FIXED CHARGES			
34.810.3	Retirement contribution	$ 2910.00	$ 2264.02
TRAVEL			
34.250.2	Travel Expense - Staff, Parent Council	$ 500.00	$ 1389.02
OPERATIONAL EXPENSE			
34.250.88	Supplies (Aides)	$ 202.75	$ 56.64
	Continuing Education (In-service)	500.00	355.60
	Student Assistance	1200.00	1235.47
	Cultural Heritage	1700.00	1799.91
	Supplies (Office - Coordinator)	500.00	475.85
	Parent Council Expense	225.00	121.99
	Indirect Costs	500.00	500.00
		$ 4827.75	$ 4545.46

TOTAL APPROVED BUDGET:	$ 28587.75
WIN PROJECT RECEIPTS	1473.05
TOTAL RECEIPTS	$ 30060.80
TOTAL EXPENDITURES	30629.91
BALANCE	$ (569.11)

PROGRAM EVALUATION

The following pages list activities as recorded by the Title IV Home-School Coordinator, the Instructional Aides, and the Junior High School Instructional Tutor in their monthly reports to the Local Indian Education Committee.

Home-School Coordinator

1. Worked with school personnel in developing a workshop to in- from Instructional Aides of their responsibility to the Title IV Program.

2. Visited regularly each of the aides to check on student attendance, student progress, and problems that may be present.

3. Assisted the Instructional Aides in ordering and supplying elementary materials, films, and magazines for the cultural classes and Indian Resource Center.

4. Visited Indian student homes as requested either by parent or school. Made 44 visits during the year.

5. Visited or called parents about attendance problems. Made 9 calls during the year.

6. Assisted parents in getting students to school when they had missed the bus a total of 17 times.

7. Met with school officials, bus contractors, and parents 6 times throughout the school year.

Activities of the Home-School Coordinator continued:

8. Held 10 student conferences.

9. Held 5 parent-teacher conferences concerning student performance.

10. Met with Becker County Family Services 7 times concerning problems with Indian families.

11. Held 6 conferences with the Special Education Department concerning placement and programs for Indian Students.

12. Assisted in registration of new Indian Students and 4 times throughout the year brought them to school on the first day.

13. Held 16 conferences with the Career Education Center in Audubon concerning the educational program for Junior and Senior High School Students.

14. Met with each faculty of the six schools to explain the Title IV program and to show them the Title IV Filmstrip series as developed by the Title IV office.

15. Coordinated the showing of the Ojibwe Traditional Arts Exhibit in all of the schools and the public library.

16. Served on the Community Education Committee and assisted in the selection of Adult Education Classes for Indian families.

17. Assisted Indian students who had dropped out of the regular school program to find employment and/or to be enrolled in the Detroit Lakes Vocational School.

18. Assisted Indian families with health problems. Took students home 7 times and made 19 trips to the White Earth Public Health Clinic.

19. Held four meetings of the First American Indian Club throughout the year and took them to area meetings in neighboring towns.

20. Made individual school visits as follows:

Callaway School	28 times	Washington School	55 times
Lincoln School	39 times	Holmes Jr. High	27 times
Rossman School	54 times	Sr. High School	31 times

21. Assisted school officials in taking a Needs Assessment for Indian families.

22. Assisted the MCT Talent Search Representative to interview all Seniors and Juniors for scholarship applications.

23. Coordinated the registration of all Indian Students in the district to get count of Indian students for Title IV Grant.

24. Coordinated activities for Indian Day Program in the district.

Activities as reported by the Instructional Tutor:

1. Worked closely with school officials, the Junior High School Counselors, and the Home School Coordinator in screening students who would benefit in tutoring.

2. Hold student conferences with those students recommended for program to determine areas of real need.

3. Made contact with parents to receive permission for student to receive one hour of tutoring during the day.

4. Worked with Instructional Aides, Coordinator, and parents to improve the attendance record for students in program.

5. Assisted the Coordinator in the Cultural Heritage program in the Junior High School.

6. Assisted the Coordinator and Aides with the Indian Club.

7. Held frequent conferences with home room teachers of students to determine impact on student reaction to other phases of education.

8. Assisted the Coordinator in the development of a Home-Study Incentive Program Agreement.

Activities as reported by the Instructional Aides:

1. Assisted School officials and the Home School Coordinator in getting Indian families to complete Student Enrollment forms.

2. Visited with parents concerning student progress and attendance.

3. Assisted the Home School Coordinator in determining need for assistance to Indian families for school and activity supplies.

4. Received Mishomis Books and distributed them to Indian youth in school.

5. Worked closely with the classroom teacher in helping the Indian student who was having math and reading problems.

6. Counseling students on attendance and school progress.

7. Assisted the Home School Coordinator with the mobile art exhibit from the Minneapolis Institute of Arts.

8. Coordinated the showing of films on Indian culture within the individual building.

9. Worked with students in Indian Club and with Indian Day Program.

10. Called on homes of students where the Aide did not receive response through the mail or telephone.

Activities as reported by the Instructional Aides continued-

11. Worked with students on individual Indian projects to have on display during Indian Day Program.

12. Assisted school staff in completing Needs Assessment and evaluation of testing results.

NEEDS ASSESSMENT

A Needs Assessment was made of all of our students in September and administered again in May. Scores were weighted in each of the areas:

Reading and Math: Based on teacher judgement and performance on tests the teachers were asked to rate the pupils thusly:

If working at grade level or above grade level - a score of 0
If working less than one full year below grade level - a score of 5
If working between one and two years below grade level - a score of 10
If working more than two years below grade level - a score of 20

Work Habits: Based on teacher judgement as to how the students work habits measured up to his capacity to achieve:

If work habits were average to excellent - a score of 0
If work habits were poor - a score of 5
If child had a serious problem in establishing work habits - a score of 10

Behavior and Adjustment: Based on teacher judgement, teachers were asked to rate students on classroom behavior and adjustment to learning environment:

If child exhibited average to excellent adjustment to learning environment - a score of 0 was given
If child exhibited poor adjustment - a score of 5 was given
If child had serious behavioral problems and exhibited little adjustment to learning environment - a score of 10 was given

Composite score: the sum of all weighted values of the test - possible score of 100.

The graphs given on page 11 show a summary of all Indian students who were worked with by the instructional aides in a tutorial manner. Both information from the Needs Assessment and testing information are included.

The following information is given for grades 1 - 6.

Grade One: 12 students included in group receiving tutorial help

NEEDS ASSESSMENT

Grade 1	Rating Scale	Reading	Math	Work Habits	Behavior Adjustment	Composite Score
(12 students)	0 - 5	6	10	8	10	7
	6 - 10	4	2	3	1	3
	Over 10	1	0	0	0	2

Rating Scale - shows the difference in weighted values from time the Needs Assessment was made in September to the time it was remade in May.

TESTING INFORMATION

Test: Stanford Achievement Test	Time of testing: Oct 1 and May 1 (a period of 7 mo
Grade: 1	Math - Average no. months growth: 6.7 mos.
No. students: 12	Rdg. - Average no. months growth: 8.9 mos.

Grade Two: Eight students included in group receiving tutorial help

NEEDS ASSESSMENT

Grade 2	Rating Scale	Reading	Math	Work Habits	Behavior Adjustment	Composite Score
(8 Students)	0 - 5	6	8	8	8	2
	6 - 10	2	0	0	0	2
	Over 10	0	0	0	0	4

Rating Scale - shows the difference in weighted values from time the Needs Assessment was made in September to the time it was re-evaluated in May.

TESTING INFORMATION

Test: Stanford Achievement Test	Time of testing Oct 1 and May 1 (a period of 7 mos)
Grade: 2	Math - Average no. months growth: 7.6 mos.
No. Students: 8	Rdg. - Average no. months growth: 11.8 mos.

Grade Three: Ten students included in group receiving tutorial help.

NEEDS ASSESSMENT

Grade 3	Rating Scale	Reading	Math	Work Habits	Behavior Adjustment	Composite Score
(10 Students)	0 - 5	7	9	10	9	1
	6 - 10	2	2	2	1	2
	Over 10	2	0	0	0	7

Rating Scale - shows the difference in weighted values from the time the Needs Assessment was made in September until reevaluated in May.

TESTING INFORMATION

Test: Iowa Tests of Basic Skills Time of Testing: Oct 1 and May 1 (a period of 7 mo)

Grade 3	Math - Average no. months growth: 6.5 mos.
No students: 10	Rdg. - Average no. months growth: 9.5 mos.

Grade Four: Ten students included in group receiving tutorial help.

NEEDS ASSESSMENT

Grade 4	Rating Scale	Reading	Math	Work Habits	Behavior Adjustment	Composite Score
(10 Students)	0 - 5	8	6	6	7	2
	6 - 10	0	2	0	0	3
	Over 10	0	1	1	0	5

Rating Scale - shows the difference in weighted values from the time the Needs Assessment was made in September until re-evaluated in May.

TESTING INFORMATION

Test: Iowa tests of Basic Skills Time of Testing: Oct 1 and May 1 (a period of 7 mo)

Grade 4	Math - Average no. months growth: 9.0 mos.
No students: 10	Rdg. - Average no. months growth: 9.5 mos.

Grade Five: Twelve students included in group receiving tutorial help.

NEEDS ASSESSMENT

Grade 5	Rating Scale	Reading	Math	Work Habits	Behavior Adjustment	Composite Score
(12 Students)	0 - 5	8	4	6	5	6
	6 - 10	3	2	3	3	3
	Over 10	0	1	0	0	3

Rating Scale - shows the difference in weighted values from the time the Needs Assessment was made in September until re-evaluated in May.

TESTING INFORMATION

Test: Iowa tests of Basic Skills Time of testing: Oct 1 and May 1 (A period of 7 mo)

Grade 5	Math - Average no. months growth: 10.5 mos.
No Students: 12	Rdg. - Average no. months growth: 8.5 mos.

Grade Six: Twelve students included in group receiving tutorial help.

NEEDS ASSESSMENT

Grade 6	Rating Scale	Reading	Math	Work Habits	Behavior Adjustment	Composite Score
(12 Students)	0 - 5	10	11	12	11	4
	6 - 10	2	1	0	1	6
	Over 10	0	0	0	0	4

Rating Scale - shows the difference in weighted values from the time the Needs Assessment was made in September until re-evaluated in May.

TESTING INFORMATION

Test: Iowa tests of Basic Skills Time of Testing: Oct 1 and May 1 (a period of 7 mo)

Grade 6	Math - Average no. months growth: 8.5 mos.
No students: 12	Rdg. - Average no. months growth: 8.0 mos.

CULTURAL HERITAGE ACTIVITIES

INDIAN IMAGES MOBILE GALLERY

In March our Title IV Program cooperated with the local Library Board in providing the Indian Images Mobile Gallery in Detroit Lakes. This gave the LIEC another chance to become involved in community activities in which they could share with all our pride in the Indian's achievement in the field of art.

Included is a letter to the editor from the chairwoman of the show and also a letter from the Secretary Treasurer of the Detroit Lakes Library Club.

The following are some of the comments as made by area students concerning the viewing of the mobile gallery:

"Well for one thing, I really thought it was interesting! I didn't know that much about the Indian culture before. I liked learning about how the baskets were weaved, the clothes they made, and the wigwams that they lived in. I didn't know that they used cattails for diapers - good invention. I think we should have more things like this. Thanks for letting us see it." - MH

"I thought it was great. I myself would love to live the way they did long ago. The artifacts were especially interesting."

"Yesterday I enjoyed seeing the exhibit of Indian things. Really we know so little about different cultures within the US or even the state of Minnesota that it's a challenge to learn about them."

Over 2,000 visit Indian Images Mobile Gallery

TO THE EDITOR:

The Library Club recently sponsored a visit of the Indian Images Mobile Gallery to Detroit Lakes. As chairwoman of the event I would like to thank everyone in the community who supported this project. Of all the people of whom I requested time, favors, services, no one turned me down, not one single person!

My special thanks to Darrell Winter, Indian coordinator, who staffed the mobile during most of the open hours. These workers are Title IV Indian Education Division aides. We also were partially funded by Title IV.

Two other organizations making financial contributions were Mrs. JC's and the League of Women Voters. Ratz Electric donated their electrical services. The North Shore Resort gave us very special rates for housing the two university staff members. The City of Detroit Lakes Public Utilities and Police Department were very helpful to the project. It's not just what they did but their friendly manner and cooperative attitude that I appreciate.

Paul Ness, elementary education director, scheduled the tours through the Mobile. Hundreds of school children were able to see the show. The First National Bank gave us space for the sculpture and marquee notice. The Red Owl and Lakeland Cablevision helped with lots of free publicity. The Detroit Lakes Newspapers and KDLM are invaluable to events like this. Their generosity is greatly appreciated. Over 2,000 people visited the show during its four day visit. Two hundred dollars was collected in donations at the mobile. Thank you to everyone who contributed to that total.

This letter should be much longer, for many who helped are going unmentioned, and I regret this. It is so much fun to direct a project when people respond as they did this time. The Library Club thanks you, and I thank you. — LINDA DOEBBERT.

1315 Minnesota Avenue
Detroit Lakes, Mn.56501
March 10, 1977

Mr. Darrell Winter, Director
Title IV, Indian Education
Holmes Junior High School
Detroit Lakes, Minnesota

Dear Mr. Winter:

The Library Club of Detroit Lakes, who was the main sponsor of the Indian Images Art Mobile Gallery, an exhibition of comtemporary American art, wants to thank your group for the assistance you gave us. This exhibition is sponsored by the University of North Dakota Art Galleries and was held here from March 3-6, 1977.

Your $50 contribution, which will be voted upon by your board, will go towards defraying the costs of bringing this art gallery here. The initial cost was $400, plus 5 nights lodging amounting to $90, and some other miscellaneous expenses for publicity, etc.

We think the gallery of Indian art was very well received. We had so many favorable comments on it. A count of people who saw the exhibit was 2,124. We so appreciated the young people you provided to staff the gallery. That was of tremendous help to us, and they did such an excellent job.

Your $50 contribution and your staffing of the gallery helped to make this the success that it was, and we want you to know how much we appreciate all that your group has done.

Yours truly,

Mrs. William Fern

Detroit Lakes Library Club
Mrs. William Fern, Secy.-Treas.

CULTURAL HERITAGE ACTIVITIES

MINNEAPOLIS INSTITUTE OF ARTS MOBILE ART EXHIBIT

The mobile art exhibit from the Mpls Institute of Art was also sponsored in our community through Title IV. The following are some of the comments as received from our students after viewing the exhibit:

"At first I thought it might be boring, but after awhile I really begin to take an interest in what Mr. Winters was saying. I am interested in Indians especially the Chippewa, because I am one myself. The exhibits were really neat- I liked it all."

"I thought the artifacts were especially interesting. It was a real learning experience."

"The display was cool. I think everybody liked it. I learned a lot by looking and listening."

"Before I was not interested in Indian life but now I am. I liked learning about the Indian life in my own area. Thanks, Mr. Winter."

Mobile art exhibits available from Mpls. Institute of Arts

Four mobile arts exhibits are available this school year from the Minneapolis Institute of Arts: **The Traditional Arts of the Ojibwe; 200 Years of the American Arts: Exploration, Settlement and Technology; African Tribal Sculpture, Imperial Chinese Art.** This is the second year the Institute has made such exhibits available to schools.

Each unit consists of five to six display cases of authentic art objects from the collection of the Institute and area historical societies, accompanying audio visual material, an extensive teacher's guide and auxiliary written materials.

The units are available for six-week periods. The first period began Sept. 13. The full schedule is printed below.

Rental fee is $175 a unit for the six-week period. The fee includes use of the materials, insurance and a training session for the school's transporters, audio visual technicians, and for any teachers who will be working with the exhibits. Consultation and class presentations by the Institute's staff are available for an additional fee of $20 an hour for consultation and $25 an hour for classroom presentation.

Schools are requested to provide transportation for the exhibit within their district, explained Mary Borgh, coordinator, arts resource and information center. Units may travel to several schools within the six-week period; however, the Institute recommends that the exhibition unit remain in each school for at least one week in order to give students the fullest benefits.

Scheduling is on a first-come, first served basis. (Some dates may already be booked).

Six-week exhibition periods are as follows for 1976-77 school year:

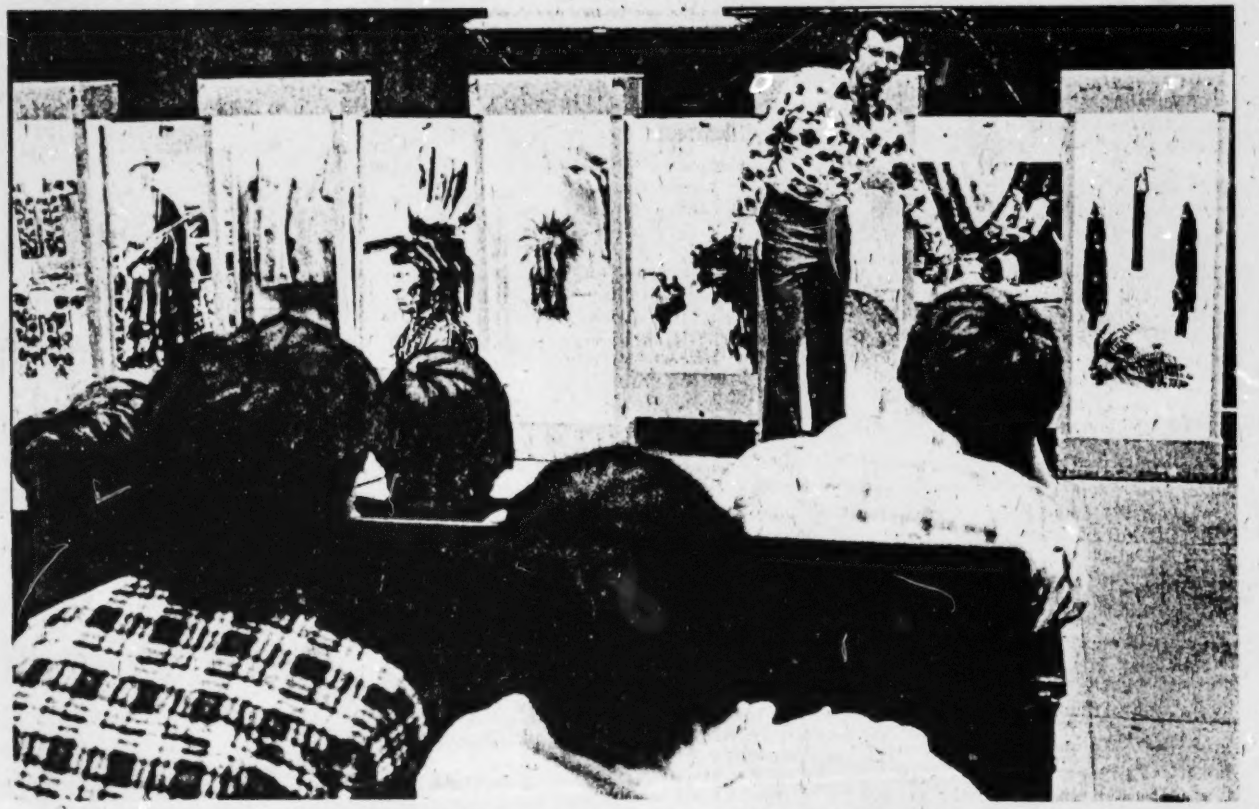
Period I: Monday, September 13, 1976 — Wednesday, October 20, 1976.
Period II: October 25, 1976 — December 1, 1976.
Period III: December 6, 1976 — January 26, 1977.
Period IV: January 31, 1977 — March 9, 1977.
Period V: March 14, 1977 — April 27, 1977.
Period VI: May 2, 1977 — July 27, 1977.

Photo courtesy Minneapolis Institute of Arts

The above case containing a headdress is one of six 5' cases containing original Native American objects from 'The Traditional Arts of the Ojibwe Mobile Exhibition Unit.

Telephone reservations will not be accepted. An exhibition order form for reservation can be obtained from the coordinator of the Arts Resources and Information Center, The Minneapolis Institute of Arts, 2400 Third Avenue South, Minneapolis 55404.

Students view Native American artifacts, study their heritage



Home School coordinator Darrell Winter points out part of an exhibit to a class of junior high students.

Backed by a display of Native American artifacts and a 20 minute film strip prepared by the University of Minnesota department of Indian education, Darrell Winter has been busy the past six weeks giving District 22 students a bit of insight into the people who lived in Becker County long before the white man appeared.

Winter is the Home School coordinator for the Cultural Heritage program under Title IV for this school district. After securing a traveling exhibit from the Minneapolis Institute of Arts, along with the film strip, he has been giving talks on the heritage of the Chippewa or Ojibway Indians who lived in the area.

Articles in the exhibit date from 1840 to 1860, and range from pieces of clothing to works of art produced by the Indians. After viewing the film, students are shown the display, with Winter interjecting questions about the film throughout his talk.

The articles on display, although borrowed from the Minneapolis group, are the property of the Walker Art Museum, in Walker.

CULTURAL HERITAGE ACTIVITIES:

INDIAN DAY

Indian Day:

Retracing the heritage

More than 700 persons attended the second annual Indian Day at the Detroit Lakes Pavilion Thursday where they witnessed a number of Indian cultural displays and activities.

The program was presented by the Detroit Lakes Public Schools Title IV program and the 40 or so members of the junior and senior high First American Clubs.

Highlight of the day were the two performances by the Smith Indian Family, a gospel singing group from Cass Lake; traditional Indian dances by students from Pohnemah, near Red Lake, and hoop dances by Park Rapids High School students Rhonda Basswood and Susan Annette.

The audience also heard John Lightening, former Navy recruiter from this area and grandson of an Ojibwa medicine man, who spoke of the value of education for Indians.

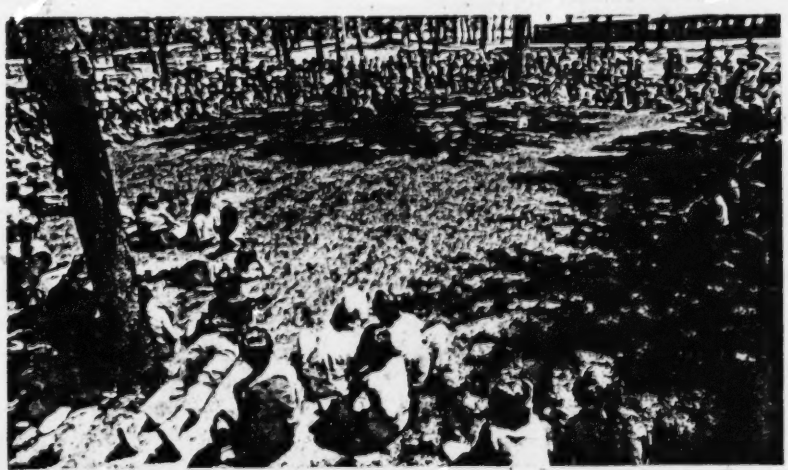
Booths with Indian displays included those from the White Earth Elementary School, the Ponsford senior citizens organization and John and Tom Lightening.

Others on hand included Evelyn Burke, Ogema, portrait painter and Jeff Leff, alcohol and drug counselor at White Earth.

Detroit Lakes elementary students toured the displays and observed some of the activities in the pavilion during the morning and outdoors in the afternoon.

Purpose of the event, according to Darrell Winter, Title IV director, "was to share the cultural heritage of the Indian people with non-Indians and also for Indian children themselves to take part in Indian heritage and to celebrate some of the things that took place in their cultural history."

Asked if the program will now become an annual event, Winter said "If I'm here again next year, we'll surely have it. Last year we had 250 people so the response nearly tripled."



Some 700 registered for the event, some spectators were on hand who didn't register. That compares with about 250 last year, leading Title IV Director Darrell Winter to conclude: "We had a real good response."

Student Comment: "The Smith Family singers were great. I wouldn't have missed it for anything."

"Terrific! I enjoyed the Native American crafts display. Especially the shirts, quilts, and beadwork made by the 5th and 6th graders."

"My first Pow-Wow! The dancers were cool."

WELCOME

"2nd ANNUAL INDIAN DAY"

May 19, 1977 - Detroit Lakes Pavillion

THE SMITH FAMILY

Agenda

9:00- 9:30	Registration and Set-up of Arts, Crafts Display Booths
9:30-10:00	Welcome Speaker--John Lightening (Grandson of Ojibwe Medicine Man)
10:00-11:00	Smith Indian Family-Gospel Singers Performing
11:00-12:00	Pow-Wow Dance and drum group Pine Point & Hoop dancers
12:00- 1:00	Free Hour
1:00- 2:00	Smith Indian Family
2:00- 3:30	Pow-Wow -Pine Point-alternative school students & Hoop Dancers -White Earth Elementary Students -Everyone invited to join in the dance
3:30- 4:00	Clean-up and return to respective schools

SPONSORED BY THE - FIRST AMERICAN CLUBS - JUNIOR & SENIOR HIGH, DET. LAKES, MN.

EVALUATION OF LOCAL INDIAN EDUCATION COMMITTEE ACTIVITIES

Monthly meetings were held with reports being made regularly to the committee by the Home-School Coordinator and the Federal Programs Director. The Instructional Aides also frequently reported to the group on their activities as did the Instructional Tutor. The filmstrips and tapes as provided by Title IV have been used by the committee giving all a better over-view of Title IV.

The only problem the committee has been faced with is the problem in getting parents to participate. To help in the interest some meetings were held as dinner meetings and some meetings were held at the Callaway School.

The committee has been an active working committee. The two representatives from the teaching staff have added much to the group. It is expected that this interest will carry over to the new year.

The committee took an active role in planning the Cultural Heritage program for the year and assisted the Home-School Coordinator in planning for the All-School-Indian Day.

Heading the list of activities for the coming year will be a review and revision where necessary of the Constitution and By Laws of the LIEC.

TO: Parents of Indian Students enrolled in Title IV Programs

FROM: Darrell D. Winter - Title IV Coordinator - Junior High School

SUBJECT: Title IV Home-Study Incentive Program Agreement

Our office is initiating a reward system to encourage your student to improve his or her studying habits and thereby improving subject grades.

As part of this agreement we are requesting that your student _____ _____ study a minimum of 1 hr. each evening at home on various school subjects that need improvement. The student who improves his grades to the following levels will receive the stated incentives as listed below:

-for each "C" in each subject will receive $1.00
-for each "B" in each subject will receive $2.00
-for each "A" in each subject will receive $3.00

We would like you as a parent to take part in this agreement also by keeping a daily record of the time spent by your student studying and send this into our Title IV office at the end of each month so we can keep track of the students progress. The total dollar amount for grade levels attained will be computed at the end of each grade period and a J.C. Penny's gift certificate will be issued in the students name, which will enable him or her to purchase school clothing or personal items.

The students chosen to participate in this program were selected by Mr. Winter-Title IV Coor., Mr. Sprafka-Title IV Teacher-Tutor, according to their present performance level and motivational level, which was used to determine their need for improvement, of study habits.

Thank you for your interest and we hope you will participate as a parent in this program and that you will encourage your student to participate.

The following signatures validate this agreement according to the conditions stated above.

Student's Signature_____

Parent's Signature_____

Home-School Coordinator_____

Please return as soon as possible to Title IV Coordinator Office at the Junior High School - Detroit Lakes, Mn.

Constitution and By-Laws
of
Title IV Parent Committee
of
The Detroit Lakes Independent School District #22

Article I

The name of this organization shall be Title IV-Local Indian Education Committee of the Detroit Lakes Independent School District #22.

Article II

The Committee shall not afford pecuniary gain, incidentally or otherwise to its members.

Article III

The period of duration of this Committee's existence shall be concurrent to funding of the Title IV project.

Article IV

The location of this committee shall be through the offices of the Title IV Program.

Article V

Title IV Local Indian Education Committee Membership

Section 1. The size of the Local Indian Education Committee shall be nine (9).

Section 2. The Local Indian Education Committee shall consist of five (5) parents of Native American students, two (2) Native American secondary school students, and two (2) public school teachers, all within district #22.

Section 3. The Parent Committee shall have the following officers:

a) Chairperson
b) Vice-Chairperson
c) Secretary

Section 4. These officers shall be elected at the first general Parent Committee meeting of the fiscal year, by election within the Committee.

Section 5. Members of the Local Indian Education Committee shall not receive any stated compensation for their services, but by resolution of this Committee a fixed sum and expenses of attendance, if any, may be allowed for attendance at special meetings, subject to approval of the membership.

Article VI

Section 1. The Local Indian Education Committee shall conduct public hearings annually, subject to Title IV rules and regulations, during the month of January.

Section 2. The Local Indian Education Committee shall conduct public open elections for Committee membership for the following fiscal year which will be held during the public hearing.

Section 3. Annual nominations and elections shall be by secret ballot. Elections shall be in the following order:

a) Parents of Native American children.
b) Native American secondary school students.
c) Public school teachers.

Section 4. The term of committee membership shall be one year.

Section 5. Any member may be elected to serve no more than six consecutive years.

Section 6. Only parents of Native American students within the Detroit Lakes School District #22, Native American students within the Detroit Lakes School District #22, and Detroit Lakes School District teachers and Title IV staff, and LEA representatives will be permitted in the election room at the starting and until completion of the nominations and elections. Title IV staff and LEA members are not eligible to vote unless they are parents of Native American Students within District #22.

Article VII

Section 1. If any Local Indian Education Committee member is guilty of using the organization for personal gain, inactive participation due to lack of interest, the Committee shall have the power to dismiss and cancel his connection immediately. Such action must be taken by a two-thirds (2/3) vote of the Committee.

a) Lack of participation for this Committee may be defined as being absent from three (3) consecutive Parent Committee meetings without prior notice to the Parent Committee Chairperson. In this case the Parent Committee Chairperson, at his/her will, may appoint the alternate to serve.

Section 2. A Local Indian Education Committee member may find it necessary to resign his position on the committee. It is recommended that this resignation be sent to the LIEC in writing.

Section 3. A position on the Local Indian Education Committee may be considered vacant if that person becomes ineligible for membership, per Title IV rules and regulations.

Article VIII

Vacancies on the Local Indian Education Committee shall be filled by nominations and elections by the Parent Committee, using federal guidelines as to eligibility.

Article IX

Duties of the LIEC Committee

Section 1. The Local Indian Education Committee will make needs assessments for the Title IV Program and make priority determinations for meeting such identified needs, in consultation with LEA.

Section 2. The Local Indian Education Committee will review budget and financial reports and analysis to determine that grant funds are being used to supplement the level of funds available to the community for the education of Native American children, in consultation with LEA.

Section 3. The Local Indian Education Committee will review and approve application implementation, provide on-going review of program or project activities or services, and provide continuous analysis for evaluation and other related programs and projects.

Section 4. The Local Indian Education Committee shall give written approval by a majority of the Committee voting in open session of the application, and of projects and activities to be implementad by the applicant which affect the community to be served.

Section 5. The Local Indian Education Committee shall oversee the hiring of Title IV staff. In conjunction with this, Parent Committee will formulate job descriptions, conduct interviews and appoint staff with the assistance of, and in consultation with LEA. After an applicant has been selected by the Local Indian Education Committee, the Committee will submit the appointment to the Federal Programs Director for School District #22, who will make recommendation to the Superintendent of Schools and the Board of Education for School District #22 for completion of the hiring process.

Section 6. The Local Indian Education Committee shall make decisions regarding the removal of Title IV staff. If an employee commits an infraction of a policy or work performance, he/she shall be issued a verbal warning by the Parent Committee Chairperson and a notation shall be sent to the Superintendent of Schools through the Director of Federal Programs. Should a repeated violation happen and/or a more serious violation take place, the employee shall be issued a written warning by the LIEC. A copy of the warning shall be sent to the Superintendent of Schools through the Director of Federal Programs and one placed in the employees' file.

Employee's records shall be examined annually by the Local Indian Education Committee and the Director of Federal Programs and records of deficiencies that have been satisfactorily corrected shall be removed from the file. Uncorrected deficiencies shall be called to the attention of the employee in writing. Reasonable time and assistance will be granted for the correction of deficiencies. Employees unable to correct deficiencies shall be asked by the Local Indian Education Committee to resign or be discharged. If the employee is to be discharged, the Local Indian Education Committee Chairperson, who shall be held accountable for his/her recommendations, shall formally request the Superintendent of Schools through the Federal Programs Director to refer the matter to the Board of Education.

Article X

Duties of Officer

Section 1. It shall be the duty of the Chairperson to preside at all general meetings, conduct the same according to "Roberts Rules of Order", enforce strict observance of the By-Laws, decide all questions of order without debate, sign all official documents passed by the Local Indian Education Committee, and required by Law, and by giving at least three (3) days notice, the Chairperson or in his/her absence, the Vice-Chairperson shall have the power to call a special meeting. Incase of an emergency, the Chairperson may call an immediate meeting to decide a specific issue. The Chairperson shall also work with the various committees appointed. He/she shall sit at all such committee meetings at his/her will.

Section 2. It shall be the duty of the Vice-Chairperson to act as Chairperson in his or her will.

Section 3. The Secretary shall keep a record of all general meetings and keep a record of all the Title IV Parent Committee members. In the absence of the elected Secretary the Chairperson of the Parent Committee may request any member of the Local Indian Education Committee to record minutes. All records and official minutes of Title IV meetings shall be kept on file at the school administrative office.

Article XI

Meetings

Section 1. General meetings of the Parent Committee will be held regularly at a time to be selected by the Local Indian Committee.

Section 2. Special meetings may be called at the will of the Chairperson after appropriate notice to the Parent Committee.

Section 3. a) Five (5) members of the Local Indian Education Committee shall constitute a quorum for the transaction of official business at any meeting.

b) In the absence of a quorum the Local Indian Education Committee may not conduct official business but may meet for the purpose of accepting minutes, hearing committee reports, providing advice and direction to Title IV staff and open discussion of on-going projects.

Section 4. Meeting procedures shall be as follows:

a) Roll call
b) Committee reports
c) Old business
d) New business
e) Directors report
f) Open discussion
g) Adjournment

Article XII

The constitution may be amended or repealed by a majority of members present at any regular meeting called for this purpose, providing at least five (5) days written notice has been given of intention to alter, amend or repeal, the said constitution and By-Laws.

Article XIII

This constitution and By-Laws will conform to all rules and regulations, guidelines of Part A, Title IV of Public Law 92-318. If any article, section or subsection of this constitution and By-Laws conflicts with these rules and regulations, said article, section or subsection is automatically null and void, and must be amended to reflect the spirit and intent of the law, with assistance from Program Manager, Part A, U.S. office of Education, Office of Indian Education, Washington DC if necessary.

Article XIV

If and when the Local Indian Education Committee is to dissolve, the Committee shall divest itself according to appropriate federal rules and regulations pertaining to funds and equipment.

Paul Ness

Paul Ness, Federal Programs Director

Dr. Russell S. Carlson

Dr. Russell S. Carlson, Superintendent

Acting Title IV Chairperson
Local Indian Education Committee

Approved at a special meeting of the Detroit Lakes Local Indian Education Committee held on April 20, 1976.